DOCUMENT RESUME

ED 217 106 UD 022 283

AUTHOR Prewitt Diaz, Joseph O.
TITLE A Selected Bibliography of Bilingual Special Education.
PUB DATE Jun 82
NOTE 12p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bilingual Education; Cognitive Development; *Cultural Influences; Elementary Secondary Education; Exceptional Persons; *Language Acquisition; Learning Disabilities; *Minority Group Children; *Non English Speaking; Preschool Education; *Special Education

ABSTRACT

This is a bibliography of research on bilingual/special education for children in preschool through high school. Most of the references are journal articles written within the last five years or documents available from the Educational Resources Information Center (ERIC). Cited are works on cognitive development, language development, intelligence and intelligence testing, learning problems, educational needs, psychological characteristics, and cultural and social backgrounds of children from minority ethnic groups. (MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED217106

A Selected Bibliography

of

Bilingual Special Education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joseph O. Prewitt Diaz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Joseph O. Prewitt Diaz

The Pennsylvania State University

Running head: Selected Bibliography

UD 022 283

Introduction

The Bilingual Act of 1974 requires that the educational needs of children who speak primarily a language other than English be met. PL 94-142 (Education for all Handicapped Children Act), which requires that school districts provide appropriate education for handicapped children ages 3 to 21, further highlights the importance of a knowledge of bilingual methodology. For bilingual educators, school psychologist, speech-language pathologists, and others involved in the evaluations of these children, these two pieces of legislation provide a great challenge.

The purpose of this bibliography is to provide a guide to relevant research in the area of Bilingual/Special Education for children in preschool through high school. The majority of the references are journal articles written within the last five years or documents easily obtained through the Educational Resources Instruction Center (ERIC). The bibliography was compiled both through a manual search of recent journals and through several computer searches. Three data banks were tapped: The Educational Resources Instruction Center (ERIC), Exceptional Child Education Resources (ECER), and Dissertation Abstract International (DAI).

This bibliography should provide interesting reading material to those professionals who are pursuing greater knowledge of the needs of bilingual children with exceptional needs.

The author would like to express gratitude to Ms. Sulane A. Breon for typing this bibliography.

Adler, S. Language intervention and the culturally different child. School Psychology Digest, 1978, 7(4), 16-26.

Anastasi, A. and De Jesus, C. Language Development and non-verbal I.Q. of Puerto Rican pre-school children in New York City. Journal of Abnormal and Social Psychology, 1953, 48, 357-366.

Bain, B. Toward an integration of Piaget and Vygotsky: Bilingual considerations. Linguistics, 1975, 160, 5-20.

Bain, B. Verbal regulation of cognitive processes: A replication of Luria's procedures with bilingual and unilingual infants. Child Development, 1976. 47(2), 543-546.

Baumister, A.A. Learning abilities of the mentally retarded. In A.A. Bannister (Ed.), Mental Retardation: Appraisal, Education and Rehabilitation. Chicago, Illinois: Aldine Publishing Company, 1967.

Battle, A. et al. The Puerto Ricans. New York, N.Y.: Anti-Defamation League League of B'nai B'rith, 1972.

Ben-Zeev, S. The influence of bilingualism on cognitive development and cognitive strategy. Child Language Development, 1976, 12, 39-46.

Blatt, B. Bandwagons also go to funerals. Journal of Learning Disabilities, 1979, 12(4), 222-224.

Bouton, L.F. Meeting the needs of children with diverse linguistic backgrounds. Foreign Language Annals, 1975, 8(4), 306-316.

Bowd, A.D. Linguistic background and non-verbal intelligence: A cross-cultural comparison. Journal of Educational Research, September 1974, 68(1), 26-27.

Brown, M.E. and Zirkel, P.A. Emerging instrumentation for assessing language dominance, 1977. (ERIC Document Reproduction Service No. ED 144 410).

Bryen, D. N. Special Education and the linguistically different child. Exceptional Children, May 1974, 40(8), 589-599.

Carlise-Zepeda, V. and Saldate, M. And who assesses the bilingual teacher's language proficiency? Educational Leadership, 1978, 35(4), 318-321.

Carlson, H.B. and Henderson, N. The intelligence of American children of Mexican parentage. Journal of Abnormal and Social Psychology, 1950, 45, 544-551.

Christian, C. C. Jr. The acculturation of the bilingual child. Modern Language Journal, 1965, 49, 161-165.

Cohen, A. Some learning disabilities of socially disadvantaged Puerto Rican and Negro children. Academic Therapy Quarterly, 1966.

Condon, E. Crosscultural interferences affecting teacher-pupil communication in American schools. International and Intercultural Communication Annual, 1976, 3, 108-120.

Canino, I.A. and Canino, G. Impact of stress on the Puerto Rican family: Treatment consideration. American Journal of Orthopsychiatry, 50(3), 1980, 535-541.

Cortés, L. A student's reaction to Bilingual Special Education, 1977. (ERIC Document Reproduction Service No. ED 139-174)

Darcy, N.T. A review of the literature on the effects of bilingualism upon the measurement of intelligence. Journal of Genetic Psychology, 1946, 37, 21-44.

Elam, S.E. Acculturation and learning problems of Puerto Rican children. Teacher College Record, 1960, 61, 258-264.

Erting, C. Language policy and deaf ethnicity. Sign Language Studies, 1978, 19, 139-152.

Fisher, R.I. A study of non-intellectual attributes of children in first grade Bilingual/Bicultural Program. Journal of Educational Research, 1974, 67, 323-328.

Foster, C. and Gable, E. The Indian child in Special Education: Two persons' perceptions, 1980. (ERIC Document Reproduction Service No. ED 188 837).

Fredriksen, N. How to tell if a test measures the same thing in different cultures, 1976. (ERIC Document Reproduction Service No. ED 131 093).

Garth, T.R., Elson, T., Morton, M.M. The administration of non-language intelligence tests to Mexicans. Journal of Abnormal and Social Psychiatry, 1936, 31, 53-58.

Gerken, K.C. Performance of Mexican-American children on intelligence tests. Exceptional Children, 1978, 44(6), 438-443.

González, G. Language, Culture, and Exceptional children. Exceptional Children, 1974, 40(8), 565-570.

Gray, T.C. A bicultural approach to the issues of achievement motivation, 1975. (ERIC Document Reproduction Service No. ED 124-639).

Grotberg, E.H. Learning disabilities and remediation in disadvantaged children. Review of Educational Research, 1965, 35, 413-425.

Hewett, F.W. Education of exceptional learners. Boston, Mass: Allyn and Bacon, Inc., 1974.

Hickey, T. Bilingualism and the measurement of intelligence and verbal learning ability. Exceptional Children, 1972, 39(1), 24-28.

Hill, W. Variations in the rationale of referrals leading to educable mentally retarded placement of Anglo, Black, and Spanish-speaking students. Rutgers University, Unpublished Doctoral Dissertation, New Jersey, October 1975.

Horber, J. The bilingual child with learning problems, 1976. (ERIC Document Reproducation Service No. ED 143-149).

Inniss, J. Counseling the culturally disrupted child. Elementary School Guidance and Counseling, 1977, 11(3), 229-235.

Jorstad, D. Psycholinguistic learning disabilities in 20 Mexican-American students. Journal of Learning Disabilities, 1971, 4, 143-149.

Kittell, J.E. Intelligence test performance of children from bilingual environments. Elementary School Journal, 1963, 64, 76-83.

Korbin, J. The child and his surroundings. Anthropological contribution to the study of child abuse. International Child Welfare Review, 1977, 35, 23-31.

Laosa, L.M. and Schwartz, J.D., Díaz-Guerrero, R. Perceptual cognitive and personality development of Mexican and Anglo-American as measured by human figure drawings. Developmental Psychology, 1974, 10, 131-139.

Leary, M.E. Mentally retarded: Children who are tested in an alien language. The New Republic, 1970, 17, 17-18.

Lerman, A. and Cortez, E. Discovering and meeting the needs of Hispanic hearing impared children, 1978, (ERIC Document Reproduction Service No. ED 155 292).

Lesser, G.S., Fifer, G., and Clark, C. Mental abilities of children from different social class and cultural groups. Monographs of the Society for Research in Child Development. Chicago: University of Chicago Press, 1965.

Linares-Orama, N. and Sanders, L.S. Evaluation of syntax in three-year-old Spanish-speaking Puerto Rican children. Journal of Speech and Hearing, 1977, 20(2), 350-357.

Llanes, J. Bilingualism and the gifted intellect. Roeper Review, 1980, 2(3), 11-12.

Lombardi, T.P. Psycholinguistic abilities of Papago Indian school children. Exceptional Children, 1970, 36, 485-493.

Martin, F.N. and Hart, D.B. Measurement of speech thresholds of Spanish-speaking children by non-Spanish-speaking clinicians. Journal of Speech and Hearing Disorders, 1978, 43(2), 255-262.

Masemann, V. Children's rights in cross-cultural perspective. Interchange, 10(3), 1979, 53-65.

Matluck, J.H. and Mace, B.J. Language characteristics of Mexican-American children: Implications for assessment. Journal of School Psychology, 1973, 11, 365-386.

McCormick, D. Occult bilingualism in children with school problems. Journal of School Health, 1980, 50(2), 84-87.

Mecham, R.J. Enhancing environments for children with cultural linguistic differences. Language, Speech, and Hearing Services in School, 1975, 6(4), 155-160.

Meeker, M. and Meeker, R. Stragegies for assessing intellectual patterns in Black, Anglo, and Mexican-American Boys - or any other children - and implications for education, 1973. (ERIC Document Reproduction Service No. ED 084 909).

Mercer, J. Socio cultural factors in labeling mental retardates. Peabody Journal of Education, 1971, 48, 188-203.

Moran, R. Proceedings of the conference on ecological and cultural factors related to emotional disturbances in Puerto Rican children and youth, 1971, (ERIC Document Reproduction Service No. ED 088 984).

Mowder, B. Assessing the bilingual handicapped student. Psychology in the Schools, 1979, 16(1), 43-50.

Nelson-Burgess, S.A. and Meyerson, M.D. MIRA: A concept in receptive language assessment of bilingual children. Language, Speech, and Hearing Services in Schools, 1975, 6(1), 24-28.

Oakland, T. Assessing minority group children: Challenges for school psychologists. Journal of School Psychology, 1973, 11, 294-303.

Okura, K.P. Comparative study of Asian children and learning difficulties, 1979, (ERIC Document Reproduction Service No. ED 173-518).

Plata, M. and Santos, S. Bilingual Special Education: A challenge for the 1980's. Catalyst for Change, 1979, 9(3), 18-21.

Prewitt Díaz, J.O. and Gebert, W.L. A report of the perceptions of newly arrived Puerto Rican students concerning home-school behavior discrepancies. Revista Cayey, 1981, 13:30. (In press).

_____ Psycho-educational variables in second language learning and the Puerto Rican students, NABE News 4(1), September 1980, 5.

_____ The conflicts in in-school cultural behaviors of the Puerto Rican migrant children on the mainland. Educación, 1981, 48-49. (In press).

_____ Home-school discrepancies and the Puerto Rican student. Bilingual Journal, 5(2):9-12 (Winter 1980).

_____ Psycho-educational variables affecting the cognitive development of Puerto Rican bilingual students. Reading Improvement, Spring, 1981, 18(2), 24-27.

_____ The Puerto Rican student and the home-school conflict. Revista Cayey 13:31 (June 1981). (In press).

_____ and Nogueras, J.A. The remigration of the Puerto Rican student as a factor in school adjustment. NABE News, 1981. (Submitted).

_____ Factors to consider when developing a reading program for Puerto Rican pupils. Disabled Reader Journal, 1981. (Submitted).

_____ The effects of school-home discrepancies and the Puerto Rican Exceptional Adolescent. Hispanic Journal of Mental Health, 1981. (Submitted).

Price-Williams, D. and Ramirez M. Divergent thinking, cultural differences, and bilingualism. Journal of Social Psychology, 1977, 10(1), 3-11.

Ross, C. Identification of cultural characteristics of young Puerto Rican children in mainland schools: A survey of the reference literature, and a study and analysis of teachers' perceptions. Rutgers University, Unpublished Doctoral Dissertation, New Jersey, 1974.

Rueda, R. and Perazzi, J.A. A comparison of two Spanish tests of receptive language. Journal of Speech and Hearing Disorders, 1977, 42(2), 210-215.

Sabatino, D. et al. Special Education and the culturally different child: Implications for assessment and intervention. Exceptional Children, 1973, 39(7), 563-567.

Thomas, A.M., Hertzig, M., Dryman, I. and Fernandez, P. Examiner effects in I.Q. testing of Puerto Rican working class children. American Journal of Orthopsychiatry, 1974, 41, 809-821.

Touliatos, J. and Lindholm, B. Psychopathology of Anglo and Chicano Children. Journal of Clinical Child Psychology, 1980, 9(1), 55-56.

Wagner, R.F. Bilingualism, multiple dyslexia, and polyglot aphasia. Academic Therapy, 1976, 12(1), 91-97.

Webb, G. Learning Disabilities: Uniquely American or cross-cultural, 1976, (ERIC Document Reproduction Service No. ED 155-879).

Zirkel, P. Spanish-speaking students and standardized tests. Urban Review, 1972, 5(6), 32-40.